



Appendix E

Glossary

Academy model — Operating as schools-within-schools, academies provide the following three unique components: (1) *block rostering*, which allows each entering class of students to take core subjects together with the same teachers; (2) *long-term relationship* with the core teachers, who teach the required core subjects for all academy students every year; and (3) formal business ties which provide the real-world basis for the occupational focus of the academy as well as sources of mentors, internship experiences and potential postsecondary employment opportunities (*National Center for Research in Vocational Education [NCVRVE]*, MDS-768).

All aspects of the industry — Exposure to each of the components of the industry or industry sector a student is preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues and health, safety and environmental issues related to such industry or industry sector (P.L. 103-239, *The School-to-Work Opportunities Act of 1994*, Section 4, and *School-to-Work Opportunities: Glossary of Terms*, June 1995).

Apprentice — A worker who is at least 16 years of age, except where a higher minimum age standard is otherwise fixed by law, who is employed to learn a skilled trade under standards of apprenticeship fulfilling the requirements of the *United States Department of Labor, Labor Standards for the Registration of Apprenticeship Programs* (Title 29 CFR Part 29) and the *Equal Employment Opportunity in Apprenticeship and Training Act* (Title 29 CFR Part 30).

Apprenticeship program — A plan containing all terms and conditions for the qualification, recruitment, selection, employment and training of apprentices, including such matters as the requirement for a written apprenticeship agreement in conformance with the *United States Department of Labor, Labor Standards for the Registration of Apprenticeship Programs*, (Title 29 CFR Part 29) and the *Equal Employment Opportunity in Apprenticeship and Training Act* (Title 29 CFR Part 30).

Block scheduling — A means of circumventing the time constraints of a single class period. The traditional school day is typically divided into six or seven classes that each last from forty-five to fifty-five minutes. With few exceptions, classroom instruction begins and ends within the allotted time period. Blocked courses may be scheduled for two or more continuous class periods or days to allow students greater time for laboratory or project-centered work, field trips or work-based learning and special assemblies or speakers. Moreover, block scheduling reduces the instruction time lost in passing between classes (*School-to-Work Opportunities: Glossary of Terms*, June 1995).

Business/industry relationships — Connections between educational entities and local business/industry organizations for the purpose of meeting the needs of the students and employers as customers of the educational process.

Career academy — A school-within-a-school in which a team of teachers offers a career related academic curriculum to students in grades 10-12 or sometimes grades 9-12 (*School-to-Work Transition: Resources for Counseling*).

Career awareness and exploration — Instruction and programs that assist students to clarify career goals, explore career possibilities, develop employability skills, and make the transition from school to work and/or postsecondary education.

Career guidance and counseling — Programs that

- ▶ pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision making, placement skills and knowledge and understanding of local, state and national occupational, education and labor market needs, trends and opportunities;
- ▶ assist individuals in making and implementing informed educational and occupational choices;
- ▶ aid students in developing career options with attention to surmounting gender, race, ethnic, disability, language or socioeconomic impediments to career options and encouraging careers in nontraditional employment (P.L. 103-239, *The School-to-Work Opportunities Act of 1994*, Section 4, and *School-to-Work Opportunities: Glossary of Terms*, June 1995).

Career development — A comprehensive, competency-based developmental program designed to assist students in making and implementing informed educational and occupational choices. The competencies, identified in the National Career Development Guidelines, focus on the areas of self-knowledge, education, occupational exploration, and career planning. Programs include competency-based activities and services that emphasize knowledge, skills, and abilities that enable the learner to

- ▶ identify various aspects of occupational careers;
- ▶ use critical-thinking skills to make meaningful occupational choices;
- ▶ qualify for entry to occupational education programs.

The basic skills and abilities the individual should master in order to deal successfully with daily life and career development tasks in a technological society are introduced and developed. This includes, but is not limited to, problem solving, decision making, balancing work and life, evaluation of one's uniqueness, and acquiring basic knowledge of different occupations.



Career pathway/career interest areas — The New Jersey Department of Education, through code has designated four career interest areas for students to explore as part of career development activities from K-12. The four career interest areas are (1) arts and humanities; (2) business and information; (3) mathematics, science and technology, and health and human services.

Career portfolio — A carefully selected collection of information that demonstrates a student's talents, interests, abilities, achievements and experiences. It documents the development of education/career goals and one's successful transition from school-to-work (*School-to-Work Transition: Resources for Counseling*).

Career preparation — Involves high school students in selecting a career major for study. During this time, the student is acquiring the academic and occupational skills and knowledge for entry-level employment and/or admission to postsecondary training. The acquiring of skills occurs in contextual and applied-learning settings. Through the process, a skills certificate must be developed for each student indicating the general workplace and/or specific occupational skills to be achieved. Support services are provided for those who need them. The student continues to evaluate the career plan and is allowed to make the necessary changes based on individual needs.

Community-based organizations (CBOs) — Private nonprofit organizations which are representative of communities or significant segments of communities and which provide job-training services. Include organizations serving nonreservation Indians as well as tribal governments and Native Alaskan groups (*Job Training Partnership Act*, [JTPA], Section 4, 29 U.S.C. 1503 [5]).

Contextual learning — Instruction that imparts knowledge within the context in which it will later be used. Linking abstract concepts with real-life problems, contextual learning enables students to personally test and prove academic theories via tangible, real-world applications. Stressing the development of authentic problem-solving skills, contextual learning is designed to blend the teaching of skills and knowledge in a specific industry or occupational area (*School-to-Work Opportunities: Glossary of Terms*, June 1995).

Design — An iterative decision-making process that produces plans by which resources are converted into products or systems that meet human needs and wants or solve problems. (*Standards for Technological Literacy*, ITEA).

Integrated curriculum — In integrated curriculum, academic and occupational or career subject matter—normally offered in separate courses—are taught in a manner that emphasizes relationships among the disciplines. Integrated curriculum may take many forms, ranging from the simple introduction of academics into traditional occupational courses to comprehensive programs that organize all instruction around career themes (*School-to-Work Opportunities: Glossary of Terms*, June 1995).

Job shadowing — As part of career exploration activities, a student follows an employee for one or more days to learn about a particular occupation or industry. Job shadowing is intended to help students hone their career objectives and select a career major for the latter part of high school (*School-to-Work Opportunities: Glossary of Terms*, June 1995).

Mentoring — Pairing a student with an individual over an extended period of time during which the individual helps the student master certain skills and knowledge the individual possesses, models workplace behavior, challenges the student to perform well and assesses the student's performance. Mentoring may be combined with other work-based learning activities, such as internships or on-the-job training (*School-to-Work Opportunities: Glossary of Terms*, June 1995).

National Career Development Guidelines — An initiative, sponsored by the National Occupational Information Coordinating Committee (NOICC), intended to establish national guidelines that state and local organizations can use to strengthen and improve career guidance and counseling programs and enhance individual competence.

Project-based learning — A method of instruction that offers learners totally integrated work and learning experiences developed around the completion of finite projects that produce tangible results. SCANS skills, academic content, and knowledge permeate the projects. Learners use research, critical thinking, and problem-solving skills to implement the projects. Supervisors and teachers shift away from telling learners what to do and let learners take on the role of overseer.

Rubric — A rubric is a scoring guide that describes criteria for student performance and differentiates among different levels of performance within those criteria.

SCANS — The Secretary's Commission on Achieving Necessary Skills (SCANS) was convened in February 1990 to examine the demands of the workplace and to determine whether the current and future workforce is capable of meeting those demands. The commission was directed to (1) define the skills needed for employment; (2) propose acceptable levels in those skills; (3) suggest effective ways to assess proficiency; and (4) develop a strategy to disseminate the findings to the nation's schools, businesses, and homes.

Based on its research, the commission identified five competencies — skills necessary for workplace success, and three foundation skills and qualities that underlie competencies.

Competencies: effective workers can productively use

- ▶ Resources — allocating time, money, materials, space and staff;
- ▶ Interpersonal Skills — working on teams, teaching others, serving customers, leading, negotiating and working well with people from culturally diverse backgrounds;



- ▶ Information — acquiring and evaluating data, organizing and maintaining files, interpreting and communicating and using computers to process information;
- ▶ Systems — understanding social, organizational and technological systems, monitoring and correcting performance and designing or improving systems;
- ▶ Technology — selecting equipment and tools, applying technology to specific tasks and maintaining and troubleshooting technologies.

Foundations: competence requires

- ▶ Basic Skills — reading, writing, arithmetic and mathematics, speaking and listening;
- ▶ Thinking Skills — thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn and reasoning;
- ▶ Personal Qualities — individual responsibility, self-esteem, sociability, self-management, and integrity (*School-to-Work Opportunities: Glossary of Terms*, June 1995).

School-sponsored enterprise — The production of goods or services by students for sale to or use by others. School-sponsored enterprises typically involve students in the management of the project. Enterprises may be undertaken on or off the school site (*School-to-Work Opportunities: Glossary of Terms*, June 1995).

System — A system is a group of interacting, interrelated, or interdependent elements that together form a complex whole. All the parts of the system are related to the same overall process, procedure, or structure, yet they are (most likely) all different from one another and often perform completely different functions (Kauffman 1980).

Service learning — A method in which youth develop through active participation in organized service that is conducted in and meets the needs of a community; that is coordinated with a community-service program; that helps foster civic responsibility; that is integrated into and enhances the educational components of the community-service program in which the participants are enrolled; and that provides structured time for the participants to reflect on the service experiences.

Structured learning experience — Supervised student cocurricular or extracurricular activities, school-based enterprises, volunteer or paid employment, apprenticeship programs, or community service within disciplines linked to the Core Curriculum Content Standards.

Systems thinking — Systems thinking is a way of thinking about, and a language for describing and understanding, the forces and interrelationships that shape the behavior of systems. This approach allows participants to change systems more effectively and to act in tune with the larger processes of the natural and economic world. Systems thinking articulates the interrelationships between the complex elements of real-life situations as they evolve over time (Kauffman 1980).

Volunteerism — Volunteerism is the service performed by people of their own free will, sometimes without the benefit of a program to coordinate the efforts. It means a person who donates his or her service for the projection of the health and safety of the general public. Such a person would include, among others, a volunteer fireman, rescue worker, an aide in the care of the sick, aged, young, mentally ill, destitute and the like or assistant in religious, charitable, educational, hospital, cultural and similar activities (N.J.A.C. 12:56-2.1).